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ABSTRACT

The report is designed primarily for internal use by administrators and staff members of the Guided Occupational Orientation Project in Syracuse, New York, and contains a summary evaluation for the 1972-73 school year activities associated with the project. One section of the report discusses and displays specific outcomes compared with goals established prior to the beginning of the school year. The second section presents recommendations based on data as well as field observations by the evaluation team members. Summary charts showing each grade, the variables to be affected by the project, the associated goals for 1972-73, and a data summary are included. (Author/VA)

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1972-73 School Year
Informal Evaluation and Recommendation

concerning the

Guided Occupation Orientation Project
Syracuse City School District
Syracuse, New York

CE005323

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July 1, 1973

INTRODUCTION

This report is designed primarily for internal use by administrators and staff members of the Guided Occupational Orientation Project (GOOP) and contains a summary evaluation for the 1972-73 school year activities associated with GOOP.

This report contains one section which discusses and displays specific outcomes compared with goals established prior to the beginning of the school year. The second section presents recommendations based on data presented in Section I as well as field observations by ESI evaluation team members.

A detailed review of data related to the PACE program segment is included. ESI felt this detail was indicated since the 1972-73 school year represented the first year data organization and collection was attempted by PACE.

Summary charts showing each grade, the variables to be affected by GOOP, the associated goals for 1972-73 and a data summary is included.

SECTION I

A. OVERALL SUMMARY OF RESULTS

1. Elementary Program

Fifth and sixth grade results indicate that this program segment is functioning well. Teachers' ratings of student motivation resulting from the program and of individual program components are more positive than during the 1971-72 school year.

2. Junior High Program

The long-term junior high goal of written career education plans for the ninth grade students was realized for 80 percent of students. Indicators of teacher support and participation are much improved over the 1971-72 school year. The junior high program is better organized and administered than in the past. Student attitudes for seventh, eighth, and ninth grades concerning career planning have not changed much, and are currently measured as "slightly positive". Seventh grade career awareness scores are not improving much (5.8 to 6.4 on 12 point scale).

3. Senior High Program

The new employability mini-course functioned well with moderately good results for student ability to conduct employment interviews and complete job applications and for information

levels concerning employability.

The Occupational Research Teacher (ORT) program produced excellent results, exceeding most goals including improved attendance, school credit for work, and work ratings by employers.

This program also produced good results with an average grade level improvement in math and reading, improved attendance and good work reports. The PACE program results were mixed. A high percentage of PACE students enrolled in post-secondary education. Public comparisons of PACE seniors with current OCC students in same subject areas showed PACE students equal or better. Grade point averages for PACE seniors in secretarial and business management program improved. GPA for PACE engineering and para-medical decreased. Overall GPA for second year students increased, while first year GPA decreased.

B. Results from 1972-73 School Year

1. Fifth grade - 2,091 students were involved in the program and these students realized an average 4.3 point gain in scores measuring general awareness of the "world of work". All 58 fifth grade teachers used the materials and all parental interviews were completed as a part of the orientation program. See Table 1.

2. Sixth grade - with a total of 2,275 public and parochial sixth grade students in the city, over 1,700 students participated in GOOP activities. Awareness and knowledge of career concepts, career ladders, the makeup of career areas, and skills required for occupations all increased in the post testing as compared with pre-testing. However, the average test gain for knowledge of career ladder increased only .69 points, hardly a significant increase. Student involvement in the skill van was high and it was observed that "no student was idle" during the time. Teachers continued to encourage individualized instruction as indicated by the number of individual career study packets completed.

Business and industry continued their support via maintaining booths at the career center, making classroom visits and permitting student field visits where possible. Parental involvement increased this school year with over 18 percent of the parents visiting classrooms. Other major contributions by parents included serving as speakers, chaperoning field trips,

TABLE 1

Fifth-Grade Summary - 1972-73

Variable	Goal	Data Results
Students		
General awareness of world of work	Increase	Average 4.3 poin on pre and post
Teachers		
Teacher evaluation of materials	100% of teacher use	100% of 58 teach
Parents		
Parent interviews	All students complete	All

TABLE 1

Fifth-Grade Summary - 1972-73

	Goal	Data Results
ıess of world	Increase	Average 4.3 point increase on pre and post test
ıtion of	100% of teacher use	100% of 58 teachers
ıews	All students complete	All

permitting interviews, and providing transportation and food. Over 75 field trips were conducted. See Table 2. Teacher assessment of the total sixth grade program was high with 85.4 percent reporting that students motivation to work was "improved" as a result of the program. Teacher rating of individual career study as "absolutely essential" has increased from 17 percent in 1971-72 to 53.7 percent this year.

3. Seventh grade - scores for attitudes toward career planning and awareness of career cluster concepts have increased slightly, fall to spring. Attitudes toward career planning increased from 3.58 to 3.60 on a five point scale. Since 3.0 is a "neutral" point, these scores can be considered slightly positive toward career planning.

Career awareness scores increased from 5.8 to 6.4 with a maximum score of 12. This suggests that career awareness is not substantially increasing during the school year. Use of qualified scores of career information did increase, fall to spring. See Table 3.

4. Eighth grade - indicators of increased familiarity with and exploration of career clusters were: in five junior high schools, more than 10 of the 15 clusters were explored and in four schools, less than five were explored. Average gain in attitudes toward career planning was small (.19 points) with scores again only "slightly positive. See Table 3.

TABLE II

Sixth-Grade Summary - 1972-73

Variable	Goal	Data Results
Students		
a. career concept awareness	Increase	Average 2.8 point pre-post test gain
b. knowledge of career ladder	Increase	Average .69 point g
c. awareness of make-up of career areas	Increase	Average 2.2 point g
d. awareness of occupational skills	Increase	Average 3.28 point
e. completion of skill tasks	Average of at least 10 tasks for a minimum of two skill areas	Average of over 5 s areas completed wit tasks completed wel excess of 10
Teachers		
Level of individualized instruction	Average of individualized career study packets completed at least 2.0	Average was 2.43

TABLE II

Sixth-Grade Summary - 1972-73

	Goal	Data Results
t	Increase	Average 2.8 point pre-post test gain
career	Increase	Average .69 point gain
make-up	Increas-	Average 2.2 point gain
occupational	Increase	Average 3.28 point gain
f skill	Average of at least 10 tasks for a minimum of two skill areas	Average of over 5 skill areas completed with total tasks completed well in excess of 10
ualized	Average of individualized career study packets completed at least 2.0	Average was 2.43

Table II Cont.

Business and Industry		
Level of involvement	1. Will maintain 17 career exhibit booths	17 maintained
	2. Each classroom visited by at least two career representatives	Average over 4 vis per classroom
	3. At least 80% percent of those will allow student visits	Over 80%
Parents		
Level of interest and classroom participation	At least 5% of parents per classroom participate in program in some way	18.6% of parents v classroom

dustry ement	1. Will maintain 17 career exhibit booths	17 maintained
	2. Each classroom visited by at least two career representatives	Average over 4 visits per classroom
	3. At least 80% percent of those will allow student visits	Over 80%
st and cipation	At least 5% of parents per classroom participate in program in some way	18.6% of parents visited classroom

TABLE III

Junior High Evaluation Summary

Variable	Goal	Actual Results
I. Seventh Grade		
a. Positive attitude toward career planning	Increase	Average gain of 0.0 (from 3.58 to 3.60)
b. Awareness of resources for vocational guidance	Increase use of qualified sources	Greatest increase f to spring in use of counselors, relativ views with employer agencies, and the m with less dependenc trips and libraries
c. Career awareness	Increase	Average gain of 0.((from 5.8 to 6.4)
II. Eighth Grade		
a. Familiarity with and exploration of career clusters	Increase	In 5 schools, more 15 clusters were e where in 4 schools 5 clusters were ex
b. Positive attitudes toward career planning	Increase	Average gain of 0. (from 3.55 to 3.74

TABLE III

Junior High Evaluation Summary

	Goal	Actual Results
ade		
titude toward g	Increase	Average gain of 0.02 points (from 3.58 to 3.60)
f resources guidance	Increase use of qualified sources	Greatest increase from fall to spring in use of guidance counselors, relatives, interviews with employers and agencies, and the military; with less dependency on field trips and libraries.
eness	Increase	Average gain of 0.6 points (from 5.8 to 6.4)
de		
with and career	Increase	In 5 schools, more than 10 of 15 clusters were explored; where in 4 schools, less than 5 clusters were explored.
titudes planning	Increase	Average gain of 0.19 points (from 3.55 to 3.74)

Table III Cont.

III. Ninth Grade		
a. Positive attitudes toward career planning	Increase	Average loss of 0.01 (from 3.78 to 3.77)
b. Ability to plan future education	At least 85% have written plans	80% completed career
IV. Teachers		
a. Teacher participation	Every math, soc. studies, science and English teacher participating	98.6% of all teacher ticipated in GOOP du the 1972-73 school y
b. Utilization of GOOP resources	Teachers will make at least seven requests and/or library check-outs	Teachers made an ave 2.2 requests for mat from ORS.
V. Parents		
Awareness of career educational opportunities for students	Increase exposure of parents	Exposure was increas community and PTA ap of staff, distributi pamphlets and lette articles in local a media
VI. Business and Industry		
Community openness to student career inquiries	At least 75% contacted will react favorably	95.14% of inquiries accepted favorably

Total students participating = approximately 75% of 1,999 seventh graders, 2,033 graders, 2,016 ninth graders.

udes nning	Increase	Average loss of 0.01 points (from 3.78 to 3.77)
n future	At least 85% have written plans	80% completed career plans
ipation	Every math, soc. studies, science and English teacher participating	98.6% of all teachers participated in GOOP during the 1972-73 school year
GOOP	Teachers will make at least seven requests and/or library check-outs	Teachers made an average of 2.2 requests for materials from ORS.
er tunities	Increase exposure of parents	Exposure was increased through community and PTA appearances of staff, distribution of pamphlets and letters, and articles in local and national media
Industry		
s to quiries	At least 75% contacted will react favorably	95.14% of inquiries were accepted favorably

rticipating = approximately 75% of 1,999 seventh graders, 2,033 eighth
nth graders.

5. Ninth grade - the end-of-junior-high-school goal that at least 85 percent of the students have written plans for career education was almost realized with 80 percent having plans. Again, as with seventh and eighth grades, the ninth graders showed no increase in positive attitudes about career planning but their fall and spring scores were more positive than the lower grades. See Table 3.

6. Junior high teachers, parents and business and industry - participating teachers made an average of 2.2 requests for materials from the occupational resource specialists. In general, indicators of teacher participation are better than 1971-72. Sixty-seven percent were rated "active" by Occupational Resource Specialists (ORS) diaries, 31 percent rated "lesser degree" and one percent rated "not at all" involved.

Parental exposure to career educational opportunities was increased through eight community and 14 PTA appearances by GOOP staff members, 300 pamphlets distributed, 660 letters, 12 stories in local news media and two articles in national magazines. Over 95 percent (that is, 313 out of 329) of student inquiries of business and industry were accepted favorably.

7. Senior high employability mini-course - about 97 seniors from four high schools participated in this experimental course. The course was designed in general to increase student skills in and information about application for employment. Pre

and post test results concerning information about employability showed positive gains, but also that seniors already had high informational levels. Percentages of acceptable job applications completed ranged from 54 percent in Central to 75 percent in Nottingham. With a large number of Nottingham students college-bound and Central students more likely to enter the job market after high school, further employability training is needed.

Indicators of skills in conducting a job interview (rated on a scale of 35 possible points) averaged 25.7 for all four schools. See Table 4.

In general, student comments received were favorable for all sessions of the course except the library, which was rated negatively. The major recommendation by students was that this training was needed by all students but much earlier in their high school career.

8. Occupational Learning Centers - this program for drop-out high school students has again produced marked gains. Math scores increased 1.6 grade levels and reading scores increased 1.4 grade levels during the year. There was a 34.6 percent improvement in attendance over the previous year, and 62.6 percent of the employers reported successful employment situations with these students. A total of 135 students participated in the program.

TABLE IV

Senior Employability Orientation

Senior High Schools

Variables	Central	Corcoran	Henniger
1. Information about employability average correct score:			
a. Pre-Test	80%	85%	Not
b. Post-Test	80%	90%	Given
2. Skill in preparing acceptable job application*. Acceptable applications	54%	60%	60%
3. Skill in conducting job interview	Average score of 25.7 out of a total possible for all four schools		
Total students participating	25	40	16

* Rated on neatness, clarity, completion

Total students participating = 75

(13)

TABLE IV

Senior Employability Orientation

Senior High Schools

	Central	Corcoran	Henniger	Nottingham
about erage	30% 80%	85% 90%	Not Given	86% 98%
paring ppli- able	54%	60%	60%	75%
duct- w	Average score of 25.7 out of a total possible of 35 for all four schools			
	25	40	16	16

ess, clarity, completion

articipating = 75

(13)

Even though the goals was set high (at 100 percent completion for all students), students did fairly well in completing their prescribed objectives as follows:

a. general student progress, 51.6%

b. career awareness, 60% completed,

c. ability to develop and implement a career plan, 51.6% completed. See Table 5.

Given the target population for the OLC program as low success, drop-out students, the year produced important success experiences for its clients.

9. Occupational Resource Teachers - most goals set for the 505 high school students working with ORT's were met during the year. Over 90 percent of the students remained in school, 87.4 percent of those remaining in school completed the program, 56.2 percent received school credit for work experience, 65.3 percent were employed for at least two months, and 86.4 percent of working students received a "satisfactory" or "excellent" rating from employers. See Table 6.

10. Senior High

Teachers and comminity participation - obtaining the support and participation of senior high teachers in the GOOP program has been difficult and, except for the mini-course in employability,

TABLE V

Occupational Learning Center Evaluation Summary

Variable	Goal	Data Results
a. Basic academic skills (1) Math	(1) One grade level increase	Pre (1)6.43 Post 8.03
(2) Reading	(2) One grade level increase	(2)6.46 7.86
b. Attitudes about school	25% gain in school attendance	34.60 Gain in attendance
c. Employability	Students will experience success	62.6% of employe reported success employment of st
d. General study progress	All students will complete 100% of prescribed objectives	51.6% completed
e. Career awareness	All students will complete 100% of prescribed objectives	60.0% completed
f. Ability to develop and implement career plan	All students will complete 100% of prescribed objectives	51.6% completed

TABLE V

Occupational Learning Center Evaluation Summary

	Goal	Data Results	Net Gr. Level Ga
mic skills	(1) One grade level increase (2) One grade level increase	Pre Post (1)6.43 8.03 (2)6.46 7.86	1.60 1.40
bout school	25% gain in school attendance	34.60 Gain in attendance	
ty	Students will experience success	62.6% of employers reported successful employment of students	
dy progress	All students will complete 100% of prescribed objectives	51.6% completed	
eness	All students will complete 100% of prescribed objectives	60.0% completed	
develop career	All students will complete 100% of prescribed objectives	51.6% completed	

TABLE VI

Occupational Resource Teacher Evaluation Summary

Variable	Goal	Actual Resu
a. Attitudes toward school	80% remain in school	93.5%
b. Involvement in program	75% of those who remain in school will complete the program	78.4%
c. Student credit	40% of students enrolled will receive credit for work experience program	56.2%
d. Work experience	70% enrolled will be employed for at least two months	65.3%
e. Employer assessment	75% of those students who work will have "satisfactory" or "excellent" rating	86.4%

TABLE VI

Occupational Resource Teacher Evaluation Summary

	Goal	Actual Results
toward school	80% remain in school	93.5%
t in program	75% of those who remain in school will complete the program	78.4%
edit	40% of students enrolled will receive credit for work experience program	56.2%
rience	70% enrolled will be employed for at least two months	65.3%
ssessment	75% of those students who work will have "satisfactory" or "excellent" rating	86.4%

no career education program for all senior high students has been implemented. However, indicators of teacher involvements and exposure included field trips (62); use of speakers in career education (42); distribution of written materials (1500 pieces); conducting meetings for special problems (23); and request for audio visual materials (12).

Indicators of parental and community exposure to availability of career education included GOOP presentations to community organizations (3), appearances at PTA (6), distributation of pamphlets (40), sending letters (120) and news stories in local and national media (8).

11. PACE - this is the first year for which evaluation results have been available. Table 7 summarizes the goals set for PACE in 1972-73 and the actual results obtained. Over 85 percent of the PACE seniors were accepted for post-secondary education from secretarial (70 percent of the total) and business management (30 percent) programs.

The grade point average (GPA) gains were not always as expected. The GPA for students in the first and second year of secretarial and business management increased but decreased for first and second year students in paramedical and engineering. Overall second year students had higher GPA's than their pervious years, but GPA' first year students dropped. Only 4.6 percent of the students dropped out of school, less than the school district average.

TABLE VII

PACE Program Evaluation Summary

Variable	Goal	Data Results
a. Pursuit of post-secondary education	At least ___% of students will seek post-secondary education upon graduation*	87% of PACE seniors and 85% were accept post-secondary educ those, approximatel from tne secretaria 30% from business m
b. Achievement levels	Increase in grade point average particularly during the first and second year of the pro-gram	GPA increased for s in first and second secretarial and bus management programs decreased for first second year student para-medical and en Overall second year GPA increased from 2.27, while overall year GPA dropped fr 1.70
c. School participation	a.100% remain in school	4.6% dropped out of

* Baseline to be established using 1972-73 experience.

TABLE VII

PACE Program Evaluation Summary

	Goal	Data Results
t- on	At least ___ % of students will seek post-secondary education upon graduation*	87% of PACE seniors applied and 85% were accepted for post-secondary education. Of those, approximately 70% were from tne secretarial program, 30% from business management.
vels	Increase in grade point average particularly during the first and second year of the program	GPA increased for students in first and second year secretarial and business management programs, but decreased for first and second year students in para-medical and engineering. Overall second year students GPA increased from 2.04 to 2.27, while overall first year GPA dropped from 2.12 to 1.70
ation	a.100% remain in school	4.6% dropped out of school

stablished using 1972-73 experience.

Table VII cont.

	b. Increased average attendance over previous school year	In most programs av attendance dropped compared to the pre year, with the exce of business managem and engineering I.
d. Awareness of careers	Increase	Over 75% of seniors that PACE was helpf in deciding career out of 44 seniors w uated as developing career plan.
e. Assessment of PACE program	To maintain the level of student satisfaction with PACE programs	60% of students rea ably to PACE at the evaluation as compa the previous fall. they reported that parents like the p spring as compared the fall

	b. Increased average attendance over previous school year	In most programs average attendance dropped when compared to the previous year, with the exception of business management II and engineering I.
reers	Increase	Over 75% of seniors reported that PACE was helpful to them in deciding career plans. 41 out of 44 seniors were evaluated as developing "realistic" career plan.
ACE	To maintain the level of student satisfaction with PACE programs	60% of students reacted favorably to PACE at the spring evaluation as compared to 74% the previous fall. In addition they reported that 54% of parents like the program in the spring as compared to 85% in the fall

While the program expected that improved attendance would result from more interesting and relevant classes, in fact in most programs absences increased. See Table 8. Only Engineering I and Business Management II had less absences. Tardies, on the other hand, reduced for most programs. Paramedical II had a small increase in the number of tardies. Improvement in tardies could have resulted from PACE or increased absences (thus fewer days to be tardy). See Table 9. Over 75 percent of the seniors said PACE was helpful in making career plans and 41 of 44 seniors were rated have developed "realistic" career plans.

PACE students described the perceptions of a majority of students who knew about PACE as positive, but fewer felt positive about PACE in the spring (60 percent) than the fall (74 percent).

Fewer students reported that their parents liked the program in the spring than the fall (54 percent) spring and 85 percent) fall. But there was not any increase in "dislike" rather "don't care one way or the other".

In addition, only about 50 percent of the PACE students felt they had any say about their education. Students did see a better relationship between school work and their future and felt teachers were doing a better job relating courses to each other. PACE seniors in business management and secretarial studies had equal or better profiles compared with students currently enrolled in OCC in these areas of study. See Table 10 and 11.

TABLE VIII

PACE Student Absences

(All Grades)

	1970-71	1971-72	1972-73
Business Management	I.	*593	1013
	II. *284	401	347
Para-Medical	I.	*1026	1371
	II. *214	472	490
Secretarial	I.	*387	407
	II. *283	391	515
Enngineering	I.		
	II.	*133	106
		105	162

*Pre-PACE

TABLE VIII

PACE Student Absences

(All Grades)

	1970-71	1971-72	1972-73
ement	I.	*593	1013
	II. *284	401	347
	I.	*1026	1371
	II. *214	472	490
	I.	*387	407
	II. *283	391	515
	I.		
	II.	*133	106
		105	162

TABLE VIIII

Tardies

(All Grades)

	1970-71	1971-72	1972-73
Business Management	I.	*594	282
	II. *274	184	79
Para-Medical	I.	*846	422
	II. *182	202	259
Secretarial	I.	*227	121
	II. *166	284	174
Engineering	I.	*9	9
	II.	60	44

* Pre-PACE

TABLE VIIII

Tardies

(All Grades)

	1970-71	1971-72	1972-73
ement	I.	*594	282
	II. *274	184	79
	I.	*846	422
	II. *182	202	259
	I.	*227	121
	II. *166	284	174
	I.	*9	9
	II.	60	44

TABLE X

Executive Secretarial Profiles

	Senior PACE Secretarial Students Syracuse City School District 1972-73 scores	Freshman PACE Secr Onandaga Community 1971-72 s
Number of Students	Total=37	Sample =
Sex	100% Females	100% Fema
Grade point average	82.5	74.5
Class standing	6th decile	4.9th dec
Senior typing grade	84.0	82.3
Senior English grade	80.3	79.2
Enrolled in shorthand training	100%	48%

TABLE X

Executive Secretarial Profiles

	Senior PACE Secretarial Students Syracuse City School District 1972-73 scores	Freshman PACE Secretarial Students Onandaga Community College 1971-72 scores
	Total=37	Sample = 42
	100% Females	100% Females
	82.5	74.5
	6th decile	4.9th decile
	84.0	82.3
	80.3	79.2
	100%	48%

TABLE XI

Business Management Profiles

	Senior PACE Business Management Students Syracuse City School District 1972-73 scores	Freshmen Busine Students Onanda College - 1971-
Number of students	19 Total	50 Sampl
Sex	13 Males 9 Females	41 Males 9 Femal
Grade point average	1.7/4	78.2/10
Class standing	5th decile	6th dec
Senior social studies grade	73.4 (NY State Achievement Test)	75.0
Senior English grade	2.2/4	76.0/10

TABLE XI

Business Management Profiles

Senior PACE Business Management Students Syracuse City School District 1972-73 scores	Freshmen Business Administrati. Students Onandaga Community College - 1971-72 scores
19 Total	50 Sample
13 Males 9 Females	41 Males 9 Females
1.7/4	78.2/100
5th decile	6th decile
73.4 (NY State Achievement Test)	75.0
2.2/4	76.0/100

SECTION II

OBSERVATIONS AND RECOMMENDATIONS

A. This is the first evaluation for a complete school year which includes results from all components of GOOP. The overall picture which emerges is that the program is now functioning in some way for grades 5-12. In general, most goals are being realized.

B. The administration of GOOP has improved this school year. Coordination of the various components has been better with more cooperation and participation. GOOP administration has been willing to learn and make changes and has not avoided problems identified by ESI evaluation. Occasional miscommunication and personality conflicts occured, some of which could have been avoided with more personal sensitivity and foresight.

C. The data provided by GOOP staff to ESI for evaluation was the most comprehensive and complete for all previous school year.

D. The employability mini-course demonstrated at least two things. The students believe improving skills in job acquisition is important. Students are not highly skilled in this area simply as a result of the general senior high education.

Some means should be found to introduce this education earlier for all students in senior high.

E. The PACE program results were spotty - some good some not as good as expected. PACE staff members have already indicated that evaluation results were useful in identifying problems and giving backup for recommended changes. PACE administrators should attempt a mid-year (1973-74) partial evaluation to see if their changes have made improvements.

F. Planning and phasing GOOP activities into the regular school program should begin immediately. Detailed planning concerning positions, resources, personnel and material is needed. If this is delayed until spring, it will be too late.